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ED 016 454 JC 670 638

VIDEO TAPE--THE GREATEST INNOVATION FOR JUNIOR COLLEGE SPEECH COURSES SINCE CHALK.

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PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS- #JUNIOR COLLEGES, #SPEECH INSTRUCTION, #VIDEO TAPE RECORDINGS, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT,

THE USE OF VIDEOTAPE IN SPEECH CLASSES PERMITS IMMEDIATE REVIEW OF STUDENT PRESENTATION, ALLOWING THE STUDENT TO OBSERVE AND HEAR HIMSELF SIMULTANEOUSLY. REDUCTIONS IN EQUIPMENT AND SYSTEM COSTS HAVE PLACED THIS INSTRUCTIONAL MEDIUM WITHIN THE REACH OF MANY SCHOOLS AND COLLEGES. USERS OF VIDEOTAPE FIND IT MORE CONVENIENT AND LESS EXPENSIVE THAN STUDIO TELEVISION AND REPORT CONSIDERABLE STUDENT SATISFACTION WITH ITS USE. RESEARCH REPORTS INDICATE THAT SUCH EQUIPMENT IS USED SUCCESSFULLY IN TEACHING SITUATIONS OTHER THAN SPEECH. PROBLEMS ENCOUNTERED IN THE USE OF VIDEOTAPE INVOLVE (1) LACK OF STANDARDIZATION OF SPEED AND TAPE SIZE, WHICH LIMITS EXCHANGE OR RENTAL OF PROGRAMS, (2) CHOICE OF ZOOM OR TURRET LENSES, AND (3) FACULTY INVOLVEMENT, OR LACK OF IT. THROUGH VIDEOTAPE, PROGRAMS MAY BE TAPED AND SAVED FOR PRESENTATION AT CONVENIENT TIMES, STUDENTS WHO MISS CLASSES MAY VIEW TAPES, AND STUDENTS MAY KEEP RECORDS OF THEIR OWN WORK. IN GENERAL, VIDEOTAPE SHOULD BE A USEFUL TOOL FOR IMPROVING SPEECH CLASSES. (WO)

ED016454

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# VIDEO TAPE: THE GREATEST INNOVATION FOR JUNIOR COLLEGE SPEECH COURSES SINCE CHALK

Presented to

Dr. B. Lamar Johnson
and
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In Partial Fulfillment of
the Requirements of Educ. 261D

by

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## INTRODUCTION AND STATEMENT OF THE PROBLEM

During the month of April, 1967, the United States sent Surveyor 3, an exploratory space craft to the moon. On a given order from our scientists, the craft dug a trench in the moon's surface three feet long and four inches deep. And all the while, a television camera silently recorded the action. More recently than April there have been replays of exciting moments in nationally televised sports events, particular moments of national concern in the Vietnam war, the Israel-Egypt crisis, and the continuing civil rights struggle. We have been directly involved in the action of those moments because they were recorded on video tape.

This paper concerns a problem much closer than the moon and Surveyor 3 and much closer than Vietnam. The problem is that we are behind the times in our methods of teaching speech in the junior college. We should be utilizing some of the same techniques that are a part of the Surveyor experiments and the coverage of national sports and news events. We need desperately to update our speech teaching by using the same television camera techniques to cover and record the action that goes on day after day in our classrooms as those recording activities on the moon.

I could be writing about any number of classrooms on the junior college campus, classes in the dance, acting, art, nursing, sports, welding, carpentry —the list is almost as long as the catalog of college offerings. But in this exploration, I will focus the camera on speech classes. Also, I

could be writing about studio television or a mobile television van, but will narrow the focus again to a television setup which can be used in a single classroom and moved at the end of the hour into another classroom in order to record the action there for another speech teacher and another group of students. This paper will explore portable video tape recording as an innovative technique for use in junior college speech classes. However, before the video tape recorder is turned on, a full identification of the problem that this writer feels video tape will solve must be made.

The current method used in teaching students how to speak effectively follows to a great extent the pattern described here: In his speech class the student learns both the theory and practice of speechmaking (or oral interpretation, discussion, voice improvement, etc.). Chapters in the text and lecture-discussion sessions conducted by the professor provide the theory of speech. The student then experiments with the techniques and the theory by preparing and delivering a speech to the class. The instructor (and often the class) gives an oral critique of the speech and follows it up with a written critique also. The design of this pattern of classroom procedure is to give the student insight into his own strengths and weaknesses as a speaker through the sharing of the direct observation by his professor and his classmates. However, oftentimes the student cannot believe (not really) that he behaved in the manner described by his observers. He will make such comments

as, "Did I really cross my legs?" "Did I really brush the dust off my props?" "Did I really lick my lips that much?" And, of course, the moment is gone and the observation a report rather than a picture of his physical activity before his audience.

As far as speech content and use of the voice are concerned, the instructor and student can easily have a record through the medium of a tape recorder (audio). But the understanding and appreciation of what the speaker is "doing" physically, while the speech is given, is quite another matter.

Attempts have been made to preserve the speaker's physical activity along with the speech content through the use of eight millimeter movie film and an audio recorder. This writer conducted an experiment in the use of movie film in 1963 while an educational consultant for Disneyland. Briefly, in that experiment students were filmed for a period of about one minute in a speaking situation (cost would not permit a longer filming). The film was sent out for processing while other classwork went on. About a week later the student had a chance to view the film and observe his physical delivery. Under these conditions some benefit is gained for the speaker, but the time lag that comes about through waiting for the film to be developed and the expense involved, approximately $100.00 per hour of 8mm color film showing time (Bibliography entry #37: page 39), rob the device of most of its real value. By the time the film is developed and the speaker has an opportunity to view himself in the

speaking situation, he has forgotten the moment and views the action as though he were not directly involved.

Too, with the method of teaching speech described here, the instructor finds himself devoting a large part of class time to criticism of the speaker's physical behavior when he should be free to spend the time working with the students on the elements of effective speech content.

Video tape presents the possibility of allowing the student to observe himself in physical delivery and hear himself simultaneously, immediately after giving the speech.

What has been said so far has reflected the teacher's point of view. It should be recognized at this point that the student is the one who really gains from this <u>immediate</u> visualization of himself in action. He need not ask questions about his physical appearance. He sees the legs crossed and the dusting of the props and the licking of the lips, and he recalls —because there is no lapse time —the way he felt at those moments and vows to control the situation leading up to the distracting movements he was caught in.

## A REVIEW OF THE RESEARCH

Before getting into the strengths and weaknesses of video tape as a teaching tool for speech classes, an identification of just what video tape is should be given. And a close look at the research that has already been done must be taken.

One needn't look farther into the past than 1963 for literature and research in the use of video tape in the class-

room. The fact is, before that time, the machinery of video tape recording was so expensive that schools couldn't afford to think in terms of preserving for later showing, the things they were doing on television. Prior to 1963 video tape recording devices were very expensive; Walter G. Salm (31: p.73) reports, "When Ampex introduced the first Videotape system in 1956, cost started at $50,000.00 and needed an engineering degree to operate it...1963 saw the first 'portable' at $12,000... By the end of 1964 the average videotape recorder cost about $4,000.00." This writer's investigation showed the early machines cost even more than Mr. Salm indicated. The early commercial units cost on an average around $75,000.00. So it is no wonder that educational research and activity with the devices, for anything less than studio television, didn't start until the cost was lowered to the $12,000.00 figure. Continued research is expected to result in lower prices yet. By the end of 1966 sets were expected to hit the market for as low as$500.00. With the decreasing cost of the equipment and the expectation that color video tape recorders and cameras will become available to education as costs schools can afford, we can hope to have such equipment on hand in many districts by the end of this decade.

Just what is video tape? How does it work? What are its strong and weak points? These are questions the teacher interested in using the equipment wants answered. Video tape, according to the SONY Company (33: page 1), is "electronic photography." Richard A. Enger of the Minnesota, Mining and

Manufacturing Company (11: page 3) writes, "ETV itself has changed. It was only five years old when an entirely new dimension was opened to television teaching by another communications tool: video tape —a shiny brown oxide-coated ribbon which records both sights and sound for immediate playback without processing." What we have then is a recording machine which will record both sight and sound together through an electro-magnetic process for instant playback by simply rewinding that portion of the tape which contains the material one wants to see and hear. The Ampex Corporation says it most clearly in its owh publication (14: page 2); "A video tape recorder is a device for recording and reproducing television pictures and sound on magnetic tape." So much for what it is. Now let's turn our attention to what it will and will not do.

Robert Diamond (8: page 96) states that "as the cost of the equipment and tape decreases there will be a multifold increase in the use of the video tape within our schools. Complicated demonstrations will be taped and then played back as part of regular presentations. Courses which combine lecture and laboratory will often employ taped lectures which can be viewed by students in the laboratory immediately preceding their individual activity...The recorder's immediate playback potential will have many applications in those subjects where self-evaluation by the student is desired." And on page 206 of his book, Mr. Diamond shows a series of pictures of some possible uses of the video tape applications he referred to, including public speaking, diving, track, and student teaching.

Palo-Alto (30: pages 90-91) has carried out some experimentation with video tape. "Tapes may be played over the district's closed-circuit television system to other classes. Actors receive an immediate critique of their performance from the adult director. The fact that they are going to be recorded brings out the best in each performer and adds to the fun of the production." The same would be true of the speakers in junior college speech classes. Dr. Lee Roloff of Southern Methodist University stated in a conversation with this writer that he was astounded by the improvement in the students in his basic speech classes. "They became far more serious students of speech because they knew they would see themselves in action."

In an effort to identify more clearly and fully the advantages and disadvantages of the use of the portable equipment in the classrooms of individual instructors, I interviewed speech instructors who have had a chance to test it over a (short) period of time. Mrs. Frances Stefanek of San Bernardino Valley College is currently using the Ampex VR-7100 Video Trainer system, procured through N.D.E.A., Title III-A Project (25: page A-12). S.B.V.C. received two video tape units through its project, which are portable, self-contained units allowing the recording, play back, and storage (within the unit) of camera, tripod, and spare tapes. In an interview with Mrs. Stefanek (34) the following are some of the observations which were made:

Question: Do you have any research information which you can share with those of us who are interested in video tape?

Answer: Yes. Ampex printed, for the Santa Clara County Schools Office of Education, under the name of Warren Wade, a publication called Television Tape Recordings Systems. It has a good bibliography.

Question: Why did you decide to try video tape in your speech program at S.B.V.C.?

Answer: We wanted to make it possible for the student to see himself in delivery.
It puts the teacher in the position of helper; she can turn her attention to the more important work of speech content.

Question: Why portable video tape equipment instead of studio television?

Answer: I believe studio television is too expensive; it's difficult to schedule individual classes and individual students; too much time (camera) is involved and other studio commitments are already heavy.
Video tape is portable; the tape can be used over and over again.

Question: Do all speech classes use it?

Answer: Not all speech classes are using the equipment at the present time; speech classes have the use of one unit and it won't cover all classes; we need additional units in order to do so.

Question: How do students react to the equipment and to using it?

Answer: I had a real surprise in using it. Suddenly the class participated more fully in the critique; they know that the speaker can see himself and they treat the critique more seriously. The speaker also criticizes himself. We set up a laboratory situation for critiques; the student spends twenty minutes in the laboratory in addition to class time.
We have found that one monitor is adequate so far; we use a monitor with a 27" screen.

Question: Do you save tapes from one assignment to the next

in order to determine improvement?

Answer: Saving tapes takes much money. We don't have enough tapes to save them for that long. One tape costs about $60.00 and gives us an hour's running time. We would need (and have asked for) twenty reels of tape so that we can store speeches for at least some time.

Question: What differences have you noticed in the students using the tape?

Answer: They were nervous at first. I think the taping should come with the first speeches, especially since fear diminishes with experience. There are no differences in classes; some students react more than others to the idea of being taped.

Question: What problems have you had so far with the equipment or the system?

Answer: Use a lavalier microphone; the microphone is more frightening to the students than the camera. Using a lavalier mike will give the student more freedom to move around also.
We have had some service problems, but I don't think they are general ones; they just happened with our machine. I understand Rialto has had no difficulty at all with their equipment.

Question: Did instructors receive any help in getting started with the equipment?

Answer: Yes. Ampex pays all expenses for one person who is to use their equipment for a three day workshop in Chicago in the use of the equipment. It is called Ampex Video Institute; it's a wonderful way to get ideas for use of the tools because the person is in a workshop with people from business and so on; it's not just made up of educators. Incidentally, before I left Chicago I received word that the workshop was going to be extended to five days.

Question: Any last point that you'd like to pass on?

Answer: Yes! By all means get a zoom lens when you buy video tape equipment. The turret is far less effective; changing lenses causes a "wipe" on the tape which is very distracting when you critique the speeches.

Scheduling is the real problem that must be worked out; that and having enough tape so that you can store some of the materials for later use in demonstration and so on. Tape head must be cleaned after each two hours of use; its a simple task but necessary.

Question: Where do you think we're going from here with video tape for speech classes?

Answer: One thing that came out of our trip to Chicago with Ampex was that they are coming out soon with a color recorder which will have a "fast" forward and a "slow" (motion) playback. Also it will have ETV capacity.
Things are moving so fast right now in video tape that equipment is almost out of date before you get it.

In order to extend opinior on the current use of video tape equipment, I also called Mr. Robert Blaustone of Santa Ana College (4). He is now equipped to use portable video tape machinery in his speech classes. However, he has also taken his classes to the studios of the Santa Ana Schools ETV system each semester for some time so he can compare the two types of experiences which students get. The interview didn't cover the same questions as were posed to Frances Stefanek but hit his situation more directly:

Question: How does the use of portable video tape equipment compare with the experience your students received in the use of studio television for recording their speeches?

Answer: Basically, I expect the accomplishment will be the same with the portable equipment, but I will be able to use it much more often than I was able to use the studio. Our portable equipment arrived too late for us to use it in our classes this spring, but we'll be using it this summer. We have Ampex VR-6000 equipment; we'd rather have their VR-7000 but its more costly. The chief difference between the two is that the VR-7000 has color capacity (when it comes out) and it's a "broadcast" machine.

Question: How did you use studio television with your students?

Answer: Each student prepared a 3-4 minute speech to inform, usually a "how-to-do-it" speech which involved a demonstration or an explanation.

The taping took two sessions and two more were needed forreview and critique. It proved to be a good experience for the students —it wasn't traumatic for them. Of course the improvement isn't identifiable in black and white, but the biggest gain seems to me to be awareness by the student of what he does in front of the audience physically during his speech. He can certainly drill for improvement, but awareness is the greatest gain.

Three other pieces of research are especially significant as the consideration of the current situation is explored. The first is underway at Bowdoin College, Brunswick, Maine (21: p. 85) in what they call "The Speech Center." This brief description is enough to show the direction of their experiment and stir some excitement for those of us who still stand on the outside. "An audio-video room, a listening room, and six individual studios make up the main part of the speech complex. The audio-video room includes a professional studio unit with a television camera, a twenty-three inch monitor for closed-circuit replay, and a variety of recording equipment. The television camera in the classroom is equipped with a zoom lens. The room is used largely for the improvement of discussion techniques and gives students an excellent opportunity to observe themselves after their appearances or during their talks in a manner similar to the instant replay units so widely used these days in television sports coverage...A third of the new speech training program is conducted with two students in each of the six sound-

proof (wall-to-wall carpeting) studios which converge in a semicircular pattern upon a master console. One-way windows shut out the students' view of the control area while enabling the instructor to observe all six students who are speaking simultaneously...One of the chief advantages of the center is that under the new setup the speech student at Bowdoin College not only has more speaking opportunities, but he is also able to receive training in a videotape room and in a situation like a real studio, as well as in the traditional large auditorium."

It will be worthwhile to follow the experiment taking place at Bowdoin as it develops and as they have an opportunity to work out some comprehensive evaluation of their system.

Carl E. Thoreson (36: pages 145-148) treats the subject of video tape in the college classroom in an article which tells of the effect of a counselor working directly with college teachers on a specific student learning problem - oral nonparticipation in discussion classes. The substance of the study does not center around speech classes per se, but it certainly holds information of value to anyone involved in the teaching of speech. Dr. Thoreson's study demonstrated that "instructors reported video-playback counseling was very helpful in changing their behavior in the classroom; instructors became more aware of how verbal and nonverbal cues influence student behaviors..." These are the exact results a speech teacher would hope a student would gain from viewing himself in operation before his audience. If video-playback critique

will help an instructor do a better job, it will follow that a student speaker will make the same kind of gain if not to the same degree.

Philip P. Amato (1: pages 461-466) reported a study of programmed instruction and video taped lectures as part of a course in public speaking. While the focus of his report was on programmed instruction, there are a couple of comments in his report that are of value to this exploration. It was part of the outcome of his study to advocate that "the abandoning of the video taped lecture in favor of programmed instruction... therefore, would be unwise at this time." One of the strengths of the video tape capacity is that instructors can tape those aspects of the study of speech which they most delight in and share them with their colleagues on the staff. This way each instructor gains help in those areas (if they exist) where he considers himself less strong and has an opportunity to reach larger numbers of students with those aspects of the study of speech in which he shows most strength and clarity.

The above point is further supported by Clifford G. Erickson (12: page 100) who writes, "Uses of TV-in-class bring a number of advantages to the Chicago City Junior College campuses. First of all, the TV College course permits the skillful teacher to reach many more students than he could under usual circumstances."

Mildred Bulpitt (5: page 103-105) also cites improvement in instruction through the use of television. Note that the points she makes in this segment from her article have the same

direct application to students using video tape. She writes, "Television teaching made the instructors more aware than ever before of the value of using visual aids in instruction. The necessity to provide some visual stimulation and to avoid boredom for a television audience prompted them either to break with the lecture method completely or to modify it into an illustrated lecture using related material. Teachers became more aware of the necessity to vary visual techniques already in use in courses usually thought of as demonstration lectures.... Through the experience of seeing themselves 'as others saw them' on test tapes and on monitors, the teachers became more concerned with proper dress and appearance." There is more to her study of ways that television helped the Phoenix schools improve instruction, but our interest is in the fact that in each of the above instances if one substitutes the student where she has said the teacher, he gets a ready identification of some of the benefits of video tape for student speakers. Students will undoubtedly become more aware of the value of using visual aids in their speeches and they will undoubtedly become more aware of the necessity to vary visual techniques. Indeed, they will become more aware of their speech mannerisms and their manner of dress and posture as they see themselves "as others saw them."

This writer feels that the student will make other gains through the use of what Marshall McLuhan (27: 308-337) calls the "cool medium." Television, according to McLuhan, "provides total involvement, now." To the extent that such is the

case is the case, television is a must for the modern student. If he wants total involvement, video tape is the one device on the market today that supplies it for use in speech classes.

Business Week for January 7, 1967, carries a brief article (19: 128) of interest to readers of this paper. It is called "How To Create Your Own TV Show." But the article makes several points that do not center around home taping. "According to Ampex Vice-President John N. Latter, about 5,000 VTR units in the $1000.00 to $3500.00 price range were sold in the first 12 months they were available — a figure Latter thinks will double in the year ahead. Others say a VTR will have to sell at about $400.00 to become a 'home instant movie' — and that is still several years away." With the kind of interest in VTR's that those figures show, it is no wonder that the manufacturers are doing so much to get the cost down and the quality up.

In a publication called Ampex Headlines, there is an article called, "The Videotape Recorder in Education" (35: 6). The author of the article gets right to the core of the need for video tape in the speech classroom. "'A truly hard-working student can improve in great strides with the aid of VTR,' declares Harvey Herbst, station manager of educational television station KLRN, Channel 9, and assistant professor of speech at the University of Texas (Austin, Texas).

He explains that students can now see their own images and presentations on the screen. 'Those who seriously work

at imrovement soon develop a high degree of objectivity.'

In the university's advanced television production laboratory, students operate a closed-circuit 'station' which is programmed, logged, performed and managed by the students. Use of the VTR for critique of this 'station operation' is described by Herbst as 'most successful.'

The live programming is taped off the air. These tapes are played back to cast, crew and directors. 'To have the actual performance available for analysis the day after the excitement of the live production is over gives a new dimension to the classroom critique,' Herbst explains.... 'Perhaps the Videotape Recorder will be as common in the speech and television classroom as the audio tape recorder is today. If so, accelerated progress can be expected in performance classes.'

Norman Eisenberg, reporting in High Fidelity magazine in August, 1966, (10: 53-4) states that "the next two years or so should see refinements in existing equipment, more models to choose from and at steadily decreasing cost, and doubtless too, some signs of standardization in such important areas as tape speed and width." This final quotation from Eisenberg leads to the next division of this exploration, the problems that exist in the use of video tape.

## PROBLEMS CONNECTED WITH THE USE OF VIDEO TAPE

Up to this point, it might seem that video tape is the total answer to all of education's needs. It must be pointed up that there are problems connected with the use of video tape in the speech classroom. However, it must also be pointed out

that these problems center mostly around the industry itself and not around the philosophy of or the uses of the device as an excellent adjunct to the classroom teacher. Eisenberg (10: 54) hit at the most critical problem from the standpoint of the teacher. The lack of standardization in recording speed and tape size means, by and large, that one cannot use tape from the Sony machine on the Ampex recorder and so on. In fact, the problem has been so great that one could not even be sure that he could use tape from one Ampex machine on another Ampex machine (a different priced machine, for example). With the continuing growth of and demand for the machinery, it seems to this writer that the manufacturers must standardize — as they have done with audio recorders — both tape speed and tape width. For as long a time as this is not done, schools will not be able to trade tapes or rent pre-recorded tapes for showing to their classes unless the other school utilizes the same machinery and unless the company which has the pre-recorded material is the same company which made the school's equipment. Truly, this is a limiting factor in the usability of video tape recording equipment. It may be that it will take action from the F.C.C. before the manufacturers will take adequate action to standardize these vital specifications. The problem is further heightened when one takes a look at the number of such devices on the market and the diversity of their specifications. The reader can readily see in the following chart what the problem is regarding a lack of standards in the industry. The chart (9: 36-37) identifies the most pop-

ular, low-priced video tape recorders as of November, 1966.

| Name | Model | Number of Heads | Tape Size-Inches | Tape Speed (ips)* | Record-Playback Time | Cost | Wt. in Pounds |
|---|---|---|---|---|---|---|---|
| Ampex | VR-6000 | 1 | 1 | 9.6 | 60 | $1295 | 85 |
| | VR-7000 | 1 | 1 | 9.6 | 60 | 3150 | 100 |
| Concord | VTR600 | 2 | ½ | 12 | 60 | 1150 | 52 |
| Internat. | IVC500 | 1 | 1 | 6.5 | 60 | 1200 | 38 |
| Panasonic | Tape a Vision | 2 | ½ | 12 | 40 | 1500 | 54½ |
| North Am. Philips | EL3400 | 1 | 1 | 9 | 60 | 3450 | 100 |
| Wollensak | VTR-150 | 1 | ½ | 7½ | 60 | 1495 | 50 |
| Shibaden | SV-700 | 2 | ½ | 7½ | 60 | 1295 | 66 |
| Corp. of Am. | VRM-416 | 2 | 1 | 9 | 80 | 10000 | 143 |
| Sony Corp. | CV-2000D | 2 | ½ | 7½ | 60 | 695 | 42 |
| | Color VTR | 2 | ½ | 12 | 60 | ---- | 66 |
| | Port. VTR | 2 | ½ | 7½ | 30 | 1000 | 9½ |
| General Electric | 2- | 2 B/W<br>4 Color | ½<br>? | 7½ B/W<br>11 3/4 Color | 90 B/W<br>60 Color | 850<br>4000 | ?<br>? |

* (ips) means inches per second

The need for a zoom lens has also been brought out by just about everyone this writer has talked to. The problem that Fran Stefanek pointed out (34) in the interview regarding the visual "wipe" which occurs each time the lenses are changed (in the turret model) is enough to warrant the extra cost of the zoom feature. If it is possible to purchase a motorized (remote) zoom lens, that would be a better situation yet. Of course this is a more real value when a one-teacher, single classroom situation is considered. The motorized zoom feature would make

it possible for the teacher to change the precise activity being taped without himself becoming a distraction in the speaker's performance.

Another problem which must be discussed at least briefly here is instructor involvement in the selection of equipment and in the innovation of the techniques of video taping the speech students in action. If the teachers are not sold on the value of such machinery and techniques, the experiment will fail. E. R. Hilgard (17: 19-26), a specialist in learning theory writes that the teacher should be involved in the research, and, if possible, representatives of the community. The community need not be included in as small an operation as this paper treats, but if the college in question intends campus wide taping, members of the community can become tremendous allies.

Dr. Richard H. Bell (2: 22) makes the same point: "Failure to build a cooperative relationship with the faculty in regard to an experiment in instructional television has skewed the evaluation of many instructional television programs. A new program of any kind, imposed from the top, without teacher knowledge or consultation can hardly be expected to achieve maximum results."

Evaluation of the use of video tape is under way in most of the colleges around the country which are using the equipment. However, as is the case with S.B.V.C. and Santa Ana College, instructors must become used to the materials of this form of instruction before much in the way of serious evalua-

tion can take place. Evenso those of us who have not as yet been allowed an opportunity to conduct an experiment using video tape depend on those innovators for factual, research oriented evaluations of the equipment and the techniques. This writer feels that evaluation is another area of concern in the use of video tape recorders. Much frustration and needless expense can be avoided if those who are now using the equipment will take the time to set up controlled experiments aimed at determining just how much effectiveness is added to speech classes through the use of these new techniques. Manufacturers have published some materials heralding the use of their equipment, but their writings are, as can be seen in the bibliography of this paper, hardware oriented, aimed at selling the idea of using their equipment rather than demonstrating controlled research in the effectiveness of the devices.

## THE FUTURE OF VIDEO TAPE AND THE OCC PROJECT

The future of video tape as a tool for improving instruction and performance in junior college speech classes seems secure. As the problems mentioned here are solved, more and more schools will be able to include such equipment and techniques in their speech course work. This writer sees video tape as the greatest innovation for speech classes since chalk. The following are a few of the additional applications that video tape will allow in the speech classroom, in fact, throughout the campus of the junior college.

Video tape recorders can be used to tape right from a television receiver, speakers of note whenever they appear. Tapes can be stored until it is convenient for the class to see, hear, and critique the speech. Most of the time such speakers do not speak when our students can see them.

Important events, such as national or regional speech tournaments, can be taped and distributed to any schools that want them for viewing and criticism. This year the final round of the Phi Rho Pi (National Speech Honorary) National Junior College Speech Tournament, held at Modesto, California, was taped. It will serve as an excellent record of the event and will help those students who get to see it do a better job of preparing for national competition in the years to come.

Students may buy their own tapes for use in the speech classroom so that they may preserve their work and use it over the period of the semester. Some will undoubtedly want to store their performances for a period of years.

It will be possible for students to take tapes home to play them on the family set for practice and additional critique.

Instructors themselves can benefit greatly from using the equipment. Their own performances before the class will also improve. Instructors can free themselves from the need to offer a complete and detailed criticism of the delivery of the speeches in class. The student can conduct his own criticism of the delivery of the speech and the teacher be freed to treat more fully the details of speech content.

Instructors may trade (or borrow) tapes with other schools

so that their students can see how speech is taught in other parts of the country. Much excitement would be generated (and much improvement derived) from the opportunity students would have to see student speakers around the country speak on the same topic.

Students who miss class on the day of an important lecture or demonstration will have an opportunity to make it up in a more effective way by scheduling a viewing time in the library or laboratory.

Instructors who have to miss class for speech contest work or conferences can have their students taped and use the tape to determine how effective the students were and how effective the substitute was in carrying out the work of the class.

Forensics students would be avid users of the machinery. Laboratory sessions could be set up so that they could view themselves in practice; competition would undoubtedly get keener.

Orange Coast College will attempt an evaluative project during the summer session of 1967. Needless to say, it will be of simple design because we do not own portable video tape equipment at the present time. However, we are very much interested in evaluating the effectiveness of such equipment for educational purposes before we invest in it, especially since there is such a wide divergence of standards in the field at the present time. The purpose of this study is to attempt to evaluate the effectiveness of portable video tape recording

equipment used as a teaching aid in the college basic public speaking course. The study will be concerned with two specific modes of evaluation. First, a rating-scale evaluation of an initial and an advanced speech of each student within the study will be made by a group of expert and non-expert judges. An attempt will be made to quantify the differences between the evaluations of the expert and non-expert judges, as well as to determine the differences between the experimental and control groups of students.

Secondly, an attempt will be made to determine any differences in perceived confidence existing between the experimental and control groups. This evaluation will use a standardized self-evaluation confidence test. This test will be given to each subject at the conclusion of the study. In order to control the variable of the instructor, this study will use two beginning speech classes at the college taught by the same professor; each class will contain approximately thirty students.

One group, or class, will be the experimental group. Students will have each of their classroom speech assignments (approximately 5 or 6) recorded on video tape. The equipment is made by the Victor Company of Japan and is provided through the Craig-Panorama Corporation. Sometime after each assignment and before the subsequent assignment, each student will view and listen to the tape of his speech performance.

The second group, or control group, will also have the same number of speech assignments video tape recorded. They will not be allowed to view these tapes, however. The purpose of taping the speeches of this group is to eliminate the var-

iable that may exist because of the presence of recording equipment, and to provide a basis for evaluation of the difference between the groups. All other teaching and evaluation methods will remain constant for both groups. At the conclusion of the study, the tapes of each student's initial and final speeches will be spliced together in random order. A group of six judges — three experts with experience teaching speech, and three speech graduate students — will rate each of the speeches on a ten-point numerical effectiveness scale. The numerical differances between the first and final speeches will be computed for each student. The mean differences for each group will then be compared to determine any statistical differences between the groups. Each student will be given a standardized test to determine the extent of difference, if any, that exists between the amount of confidence that they have as a speaker.

Working directly with the Orange Coast College speech instructor (this writer) will be a graduate student in speech, Mr. James Miller, from California State College at Long Beach. It is hoped that the project will result in some usable evidence that video tape is the truly effective tool for the improvement of speaking ability and confidence that it is heralded to be. It is also hoped that the project will prove fruitful in another way — that Orange Coast College will be able to join other innovative colleges in using the "greatest innovation for junior college speech classes since chalk."

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